

## FRENCH INDO-CHINA

Arts. An arbitrary selection of high-salaried teachers was not made on the basis of their diplomas. Students, too, could be coerced into taking extra courses, with additional tuition as a refined kind of blackmail practised by the teachers who controlled the distribution of degrees.

Although the earning capacities of these diplomas was being slowly improved by the admission of more educated natives to government service, their cultural and practical value was nil. For one thing, there was a lack of modern textbooks. Like much of Beau's work, his efforts to revise manuals had been still-born, and the beginning he had made was swept away in the rising tide of Metropolitan methods which had been transplanted to the colony. In elementary education the majority of Annamites could only afford, by the greatest sacrifice, to keep their children in school for three years. It availed them little to spend this precious time in learning, in garbled French, the names of a few objects which they straightway forgot. Obviously elementary education should use the native language as its instrument. The whole programme from top to bottom needed overhauling, and a general taking of stock

Fundamentally there had to be a recognition that the Annamite's set-up is different from a European's. If the Annamite was to be brought up in total ignorance of his own language and literature, if he were to have substituted for the strong traditional moral discipline an absence of the emotions, it could only be expected that he would not be brought up. The traditional emphasis has always been on a minimum of memorizing and a minimum of originality so it is no wonder the reverse proved unnerving. An Annamite brought up in his own country hence elementary

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